**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 2-3 Number Sense: Using Mental math to add** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Sum Mental Math  Addend |
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| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? 3. We would begin with the word wall words and place them in front of the class so all students can see the words. 4. Teach “addend” with mneumonics “add” is inside of the word 5. Explicitly teach “sum” and “mental math” using Anita Archer choral response techniques 6. Use Frayer Model for “sum” and “mental math” 7. Glue Frayer boxes in journal 8. Pair Share examples or non-examples from Frayer boxes and discuss as a class: “How do you know”, “Show me”, etc. 9. As a formative assessment, have students come to the board and match math vocabulary words with an example. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. We will begin by using a ten frame and have students investigate making tens with two sided counters. 2. Students will then complete the activity in Investigations Unit 1/ Session 2.2 /Activity 1.   Students will investigate ways to make 10 and ways to make 100.   1. Students will then write in their journals explaining how they made 10’s, and 100’s. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. Students will work on the “Extend” problem on pg. 36B in the Envision Teaching Edition. Students will work with partners and justify their representations. 2. Students will solve several problems with their partner and then share with the class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Students will complete practice worksheet 2-3 “Using Mental Math to Add” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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